



Division of Innovation and Effectiveness Office of School Transformation

Challenge to Achieve Plan

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|--|------------------------------|-----------|
| Identification Status: | State Priority | |
| Year of cohort or identification: | 2015 | |
| Date of submission: | September 15, 2015 | |
| Is this a revision? | No | |
| School: | Lloyd Kennedy Charter School | |
| District: | Aiken County School District | |
| Responsible Party | Print Name | Signature |
| Principal: | Keisha Lloyd Kennedy | |
| Title I Coordinator or District Liaison: | Jeanie Glover | |
| Board President: | Sabina Craig | |

School/District Information

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|---|---|
| School name: | Lloyd Kennedy Charter School |
| School telephone number: | 803-644-4824 |
| School mailing address: | kkennedy@lkcs.k12.sc.us |
| School website URL: | aikenperformingartsacademy.yolasite.com |
| Year current building was built: | 2007 |
| School district: | Aiken County |
| Principal: | Keisha Lloyd Kennedy |
| Number of years principal at school: | 14 |
| Number of principals in previous five years: | 1 |
| Superintendent: | Dr. Sean Alford |
| Number of years as superintendent in district: | 0 |
| Number of superintendents in previous five years: | 1 |
| School Board of Trustees Chairperson: | Sabina Craig |
| Number of years as chairperson: | 3 |
| Number of members of School Board of Trustees: | 7 |
| Average salary of certified staff (teachers, counselors, media specialist, etc.) in this school (excluding principal): | \$24,000.00 |
| Average salary of principals in district: | |
| Average salary of district-level administrators: | |

Background Information

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|-----------------------------------|---|---|
| Intervention Statement | Provide a description of what indicators led to the identification of your school for intervention. | Absolute Rating of Below Average on 2014 State Report Card and 2014 - ESEA / Federal Accountability System Conversion Grade of F |
| Description of Root Causes | Summarize data relative to the root causes of your school's underperformance. | <ul style="list-style-type: none">*Elementary students failed to meet Proficiency or Met/Improved in ELA*Elementary students failed to meet Proficiency or Met/Improved in Math*Elementary students failed to meet Proficiency or Met/Improved in Science*Middle school students failed to meet Proficiency or Met/Improved in Math*Middle school students failed to meet Proficiency or Met/Improved in Science*The largest subgroup, African American males, performed the lowest overall on standardized tests*Smaller subgroups with higher performance levels were coded as an insufficient sample (I/S) due to the small numbers. |

Turnaround Principle 1: Strong Leadership

School and district leadership team creates a shared vision of student learning and school improvement, provides instructional leadership, ensures the right conditions for student learning and school improvement, and coordinates effective collaboration and communication among all school and community partners.

| Indicators/Best Practice (Provide a detailed description) | Timeline | Person(s) Responsible | Measurable Outcome | Measurement Tool | Status of Implementation (for Transformation Coach only) |
|--|--------------------------------------|-------------------------------|--|--|---|
| Create a Vision Team to revise and implement the school's mission, vision and goals to better meet the needs of <i>all</i> students. | Beginning: 09/15 Completion: 6/16 | Principal and Leadership Team | When asked, 90% of the school community demonstrates deep knowledge and understanding of the school's vision/mission and their role and responsibilities in accomplishing such. | Survey | Fall: Winter: Spring: |
| The Leadership Team will meet monthly to focus on data and make decisions to improve instruction and student achievement. | Beginning: 09/15 Completion: 6/16 | Principal and Leadership Team | <ul style="list-style-type: none"> 80% implementation of instructional practices in classrooms 10, 20, 50% increase in student performances in ELA, Math, Science and Social Studies | Classroom observations Formative Assessments (including Study Island) | Fall: Winter: Spring: |

Turnaround Principle 2: Effective Teachers

School and district leaders focus on key areas related to leader and teacher development to improve teacher practice, and create and sustain high levels of learning and achievement for all students. Professional learning opportunities are data-informed to ensure their alignment with student and staff learning needs. A system is in place related to securing and sustaining effective support, evaluation and incentive processes.

| Indicators/Best Practice (Provide a detailed description) | Timeline | Person(s) Responsible | Measurable Outcome | Measurement Tool | Status of Implementation (for Transformation Coach only) |
|--|---------------------------------------|---|--|---|--|
| Establish a comprehensive performance evaluation system to support and measure staff performance that will provide feedback to engage staff in aligning instruction and strategies to develop a growth mindset in staff and the ultimate impact on student learning. (i.e. weekly sight-check evaluations of teachers in all core subject areas; develop a more comprehensive performance evaluation system) | Beginning: 09/15 Completion: 06/16 | Principal, Coaches, and Leadership Team | 25%, 50% and 80% increase in observed use/implementation of research based instructional practices in classrooms | Learning walk feedback data; Observation data; Coaching logs; Staff evaluations on file | Fall: Winter: Spring: |
| Design and monitor structured professional development program to improve instructional practices. | Beginning 8/15 Completion 6/16 | Principal and Leadership Team | Increase student achievement incrementally as demonstrated by a 10% increase per benchmark assessment. | Progress monitoring; Lesson Plans; Classroom observations | Fall: establish baseline data Winter: Spring: |

Turnaround Principle 3: Redesign of Time for Learning and Collaboration

School time is redesigned to better meet student and staff learning needs specifically to increase time spent on instruction, increase time for teacher collaboration focusing on data-based decision making to improve teaching and learning, increase opportunities for extended learning time, and to provide time for professional learning.

| Indicators/Best Practice (Provide a detailed description) | Timeline | Person(s) Responsible | Measurable Outcome | Measurement Tool | Status of Implementation (for Transformation Coach only) |
|--|--|-----------------------------------|---|--|---|
| Establish a master schedule that is designed and structured to : <ul style="list-style-type: none"> provide time for teachers to engage in collaboration for instruction. establish and design extended learning activities for all students in ELA, Math, Science and Social Studies <i>Include special focus on extended learning activities for African-American male students).</i> | Beginning: 08/15 Completion: 0 6/16 | Principal, Leadership Team | Schedule two teacher team meetings per month to collect and analyze data. Schedule four teacher team-planning meetings per month to collaboratively design instruction, lessons and assessments aligned to curriculum map. | Team agendas and minutes; Lesson plans and teacher reports (TBD) | Fall: Winter: Spring: |
| Establish a structured extended day intervention program to improve student outcome. | Beginning 8/15 Completion 6/16 | Principal, Coach, Leadership Team | Collect data to evaluate student achievement. Increase student achievement incrementally as demonstrated by a 10% increase per benchmark assessment. | Student engagement data; student progress monitoring data. | Fall: establish baseline data Winter: Spring: |

Turnaround Principle 4: Aligned and Rigorous Instruction (curriculum, instruction and assessment)

The school/district develops and implements standards aligned curricula, instruction, and assessment practices, along with academic interventions, that are rigorous and intentionally designed to graduate students with world class knowledge, world class skills and the life and career characteristics needed to succeed in a 21st century global marketplace.

| Indicators/Best Practice (Provide a detailed description) | Timeline | Person(s) Responsible | Measurable Outcome | Measurement Tool | Status of Implementation (for Transformation Coach only) |
|--|---------------------------------------|---|--|--|--|
| Establish a consistently monitored research-based instructional program in Literacy (ELA), Math, Science, and Social Studies. <i>(Include special focus on African American male students)</i> | Beginning: 09/15 Completion: 06/16 | District Curriculum Chief, Principal, and Reading Coach | 10%, 20% and 50% increase of student reading performance (what increase in other core content areas? 10% is reasonable☺) | Approved progress monitoring; Formative and summative assessment measures; State assessments | Fall: Winter: Spring: |
| Integrate technology into classroom instruction to support SC state standards (<i>i.e. engage students in whole class instruction, small groups to address the varied learning styles of all students</i>) | Beginning: 09/15 Completion: 06/16 | District Curriculum Chief, Principal, and Reading Coach | 10%, 20% and 50% increase of student reading performance | Approved progress monitoring; Formative and summative assessment measures; State assessments | Fall: Winter: Spring: |

Turnaround Principle 5: Data to Inform Instruction and Improvement

An assessment system is in place for collecting and analyzing relevant student performance data at the district, school and classroom levels and includes an early warning system to identify students who are struggling, then provide them with appropriate supports. Student achievement and progress toward school turnaround goals are monitored and used to inform school and district practices.

| Indicators/Best Practice (Provide a detailed description) | Timeline | Person(s) Responsible | Measurable Outcome | Measurement Tool | Status of Implementation (for Transformation Coach only) |
|--|---------------------------------------|----------------------------------|---|--|--|
| Use Study Island software, a computer assisted instruction program of online courseware for students, in core content areas to improve academic achievement and track/assess achievement in Elementary and African-American Male students. | Beginning: 09/15 Completion: 06/16 | Principal and Teams | 10, 20, and 50% increase in number of students reaching established targets | Formative assessment measures; State assessment | Fall: Winter: Spring: |
| Use websites like Edutopia.org to find fast comprehensive assessments for students to determine their level of understanding and the areas of strengths/weaknesses. | Beginning: 09/15 Completion: 06/16 | Principal and Teams | 10, 20, and 50% increase in number of students reaching established targets | Formative assessment measures; State assessment | Fall: Winter: Spring: |
| Use ACT Aspire or other State/District mandated standardized test to assess the academic growth and levels of our low performing subgroups - - Elementary and African American Males. | Beginning: 09/15 Completion: 06/16 | Principal and Teams | 10, 20, and 50% increase in number of students reaching established targets | Formative assessment measures; State assessment | Fall: Winter: Spring: |

Turnaround Principle 6: Student-Centered Environment and Climate

The district and school creates an environment that encourages adult relationships with students, and welcomes, encourages, and connects family and community partners to the school. The school environment is safe, disciplined, student-centered, and addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs.

| Indicators/Best Practice (Provide a detailed description) | Timeline | Person(s) Responsible | Measurable Outcome | Measurement Tool | Status of Implementation (for Transformation Coach only) |
|---|---|---|---|---|---|
| <p>Reinforce school-wide expectations of the learning environment:</p> <ul style="list-style-type: none">Teacher classrooms must maintain a sense of order. It is a teacher's job to instruct and effectively command the classroom setting.Teachers should maintain class rules, use a timer, keep students busy with a steady stream of work, and change tactics every 10-15 minutes to maintain interestTeachers should not stand and lecture the entire class period, or depend on a textbook to teach the students, or "overlook" disruptions, or fail to face students without a back-up plan | <p>Beginning: 08/17/15 Completion: 05/31/16</p> | <p>Principal, Leadership Team, Teachers, other school staff</p> | <p>35% decrease in the number of discipline referrals</p> | <p>Discipline referral data log</p> <p>Graphs and charts created by staff</p> | <p>Fall: Winter: Spring:</p> |

Turnaround Principle 7: Family and Community Engagement

A family and community engagement plan ensures the active participation of families and community members in the life of the school. Two-way communication with families, community organizations, and businesses is ongoing to support student learning and success.

| Indicators/Best Practice (Provide a detailed description) | Timeline | Person(s) Responsible | Measurable Outcome | Measurement Tool | Status of Implementation (for Transformation Coach only) |
|---|--------------------------------------|---|--|--|---|
| Establish guidelines for Parent Nights, School Newsletters, and Community Outreach, to educate and engage all stakeholders. | Beginning: 08/15 Completion:06/16 | Principal, Leadership team, Teacher | Increase family and community involvement to support students learning and success by up to 20% as measured through participation in school events and family surveys. | Newsletters Sign-in sheets Agendas Survey(s) | Fall: establish baseline data Winter: Spring: |
| A Pre-Weekly Report of student assignments, homework, projects, etc. will go home each week. These reports will also be posted on the school's website. | Beginning: 09/15 Completion:06/16 | Principal, Leadership team, Teacher | Family (parents, grandparents, guardian) articulates knowledge of child/student achievement status against grade level expectations and standards | Survey of random group of parents; Written communication to parents or family members | Fall: Winter: Spring: |
| Teachers will conduct monthly conference calls and/or hold meetings with the families of students to discuss observations, progress and any concerns. | Beginning: 09/15 Completion:06/16 | Principal, Leadership team, Teacher | Family (parents, grandparents, guardian) articulates knowledge of child/student achievement status against grade level expectations and standards | Survey of random group of parents; Written communication to parents or family members | Fall: Winter: Spring: |
| The school will conduct quarterly telephone surveys with the parents/guardians of students to check on our progress. | Beginning: 09/15 Completion:06/16 | Principal, Leadership team, Teacher | Family (parents, grandparents, guardian) articulates knowledge of child/student achievement status against grade level expectations and standards | Survey of random group of parents; Written communication to parents or family members | Fall: Winter: Spring: |